### Art 6

#### Essentials of the Curriculum

**STUDENT LEARNING GOALS for ART**

- Develop artistic and cultural awareness, imagination, perception and skill.
- Develop creativity skills, self expression, confidence, and discipline.
- Improve craftsmanship and problem solving abilities.
- Maintain a sketchbook and a portfolio.
- Utilize a strong work ethic and proper safety procedures.
- Prepare for advanced levels of art.

#### Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st Century:

- Analyze
- Apply standard grammar
- Classify
- Collaborate
- Communicate effectively
- Compare & contrast
- Construct logical sequences
- Create hypotheses
- Critique
- Describe
- Detect fallacies
- Distinguish between fact & opinion
- Draw conclusions
- Follow directions
- Formulate questions
- Increase vocabulary
- Interpret
- Listen
- Make conjectures
- Make presentations
- Manage time
- Observe
- Organize
- Outline
- Paraphrase
- Predict outcomes
- Proofread
- Read critically
- Recognize cause & effect
- Recognize main ideas & details
- Report
- Revise
- Self Assess
- Sequence
- Solve problems
- Speak publicly
- Summarize
- Take notes
- Take tests
- Think inventively
- Use resources
- Use technology
- Work productively
- Write

#### Instruction: The following skills and concepts will receive a priority of instructional time so that students can successfully progress to the next level of learning.

##### Visual Communication and Production

**6.1** Use color schemes
**6.2** Use principles of design
**6.3** Use one-point perspective
**6.4** Draw the human body in proportion
**6.5** Draw from memory
**6.6** Create both visual and tactile textures
**6.7** Use chiaroscuro to create illusion of form
**6.8** Make kinetic art
**6.9** Use fantasy as a means of expression
**6.10** Use computer as an art tool

##### Cultural Context and Art History

**6.11** Discuss collaborative art careers (e.g., architect, motion picture producer, animator, Web page designer, interior designer).
**6.12** Identify the components of an artist’s style, including materials, design, technique, and subject matter.
**6.13** Identify art movements in American culture, relating to changes in science and technology
**6.14** Identify artists’ contribution to society

##### Judgment and Criticism

**6.15** Discuss art’s persuasive nature
**6.16** Explain how art elements/principles/techniques/media influence meaning in artwork
**6.17** Using appropriate art vocabulary:
- Describe artwork
- Respond to artwork
- Interpret artwork
- Evaluate artwork
**6.18** Using appropriate art vocabulary, interpret ideas and emotions expressed in artwork
**6.19** Identify the relationship between art processes and final solution
**6.20** Identify ethical standards in art.

##### Aesthetics

**6.21** Respond to works of art and analyze those responses in terms of cultural and visual meaning
**6.22** Question meaning in artwork
**6.23** Describe beliefs that affect response to artwork
**6.24** Explain how art evokes sensory and emotional responses

#### Enrichment: The following assignments and activities are designed to reinforce basic skills and to expand students’ interest and abilities:

- Media
  - Symmetrical/asymmetrical
  - Functional/non-functional
  - Communication
  - Styles/trends
  - History
  - Periods of art
  - Cultural awareness
  - Aesthetics
  - Environment
- Observation
- Sustained study
- Developmental processes
- Perception
- Career awareness
- Guest speakers
- Museum visits
- Slides/pictures
- Films/videos
- Research strategies & presentations
- Related arts
- Computer graphics
- Multicultural activities
- Student projects (PBL)
- Painting
- Drawing
- Sculpture
- Crafts
- Techniques
- Positive/negative space
- Additive/subtractive processes

#### Art Across the Curriculum: The following assignments/activities are examples of how art will connect knowledge within and across the disciplines.

- **Math** - Use measurement; learn balance techniques.
- **Social Studies** - Expand cultural awareness through American Art History
- **Language Arts** - Develop vocabulary through oral or written reports and critiques.
- **Science** - Understand how scientists use design and illustration.
- **Technology** - Explore architectural design, game level design, computer graphics.
- **Foreign Language** - Be aware of and appreciate the visual arts and cultural diversity of the world.
- **Health and Physical Education** - Illustrate a sequence of movement.
- **Related Arts** - Explore the connections between the visual arts, music and the performing arts.
- **Careers** - Learn about careers in art; for example - Fine Arts, crafts, industrial design, communication design, commercial art, fashion and interior design, museum work, movies, gaming and stage.

#### Ethical Procedures (6.20)

Henrico County Public School art students are expected to perform honestly through the production of their own work and adhere to the HCPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary.

Note: These essentials are aligned with, but not limited to, the Virginia Visual Arts Standards of Learning.
**ART 6 VOCABULARY:**

**Abstract** - To take an idea and create it less realistically.

**Sculpture** - Three dimensional art forms that may be additive or subtractive.

**Crafts** - Functional art

**Primary Colors** - The basic colors from which other colors are made - red, yellow, blue.

**Secondary Colors** - Colors created from the mixture of primary colors - green, orange, violet

**Line** - A path through space that may be vertical, horizontal, or diagonal in direction.

**Fantasy** - That which is from the imagination.

**Illustration** - A drawing meant to explain something in a visual way.

**Imagination** - The creative part of the brain that allows one to dream and create.

**Non-Objective** - Art styles and subjects that are expressive and cannot be defined.

**Realistic** - Art styles and subjects that can be defined and easily understood.

**Surrealistic** - Real objects put together in an unreal context to create strange, dream-like images.

**Opaque** - Substance that you cannot see through.

**Transparent** - Substance that you can see through.

**Aesthetics** - The study and appreciation of natural and man-made beauty.

**Craftsmanship** - Artistic care and neatness.

**Symmetrical** - Balance that is the same on both sides.

**Asymmetrical** - Balance that is not the same on both sides.

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**ART CRITICISM:** The process of discussing and evaluating visual art.

**Description** – What do you see? List everything. Be objective, give only the facts. Include size, media, title & artist’s name.

**Analysis** – How is the work organized? Explain how the artist used the Principles of Design to organize the Elements of Art.

**Interpretation** – What is the message? Give your thoughts on what the artist is trying to say. What makes you think this way?

**Judgment** – Is the work successful? Use personal preference and aesthetic reasoning to make this determination.

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**ART 6 VOCABULARY:**

**Recorder** - records the feelings, styles, and ideas of the time

**Critic & Moralist** - presents personal views on subjects and society

**Educator** - culturally enriches through teaching about the arts

**Commercial Producer** - creates art for business and industry

**Curator** - cares for and preserves art

**Dreamer & Prophet** - explores the world of ideas, brings dreams to life

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**DESIGN**

**Elements**

- line
- shape
- form
- space
- value
- color
- texture

**Principles**

- rhythm
- movement
- contrast
- balance
- proportion
- variety
- emphasis
- unity

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**COLOR WHEEL**

Key:

1 - Primary
2 - Secondary
3 - Intermediate

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**PERSPECTIVE:** Ways to show depth on a flat surface

**Method**

- Overlapping
- Size
- Color
- Value/Shading
- Details/Focus
- Placement
- Converging lines/Spacing

**Objects Near**

- things in front
- large
- sharp, bright
- lighter
- many
- lower on paper
- wide apart

**Objects Far Away**

- things behind
- small
- blurred, gray
- darker
- few
- higher on paper
- closer together

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**ART CRITICISM:** The process of discussing and evaluating visual art.
### Student Learning Goals for Art

#### Art Across the Curriculum: The following assignments/activities are examples of how art will connect knowledge within and across the disciplines:

- **Math** - Use rulers and compasses; understand measurement and balance in composition.
- **Social Studies** - Expand cultural awareness through Art History.
- **Language Arts** - Develop oral and written reports; critiques.
- **Science** - Understand the chemistry of paints and other materials; measurement; proper and safe use of materials.
- **Technology** - Expand computer technology and art; American Architecture.
- **Foreign Language** - Know and appreciate visual arts from all cultures; appreciate and respect diversity.
- **Health and Physical Education** - Use materials safely.
- **Related Arts** - Explore the connections between the visual arts, music and the performing arts.
- **Careers** - Learn about careers in art; for example - Fine Arts, crafts, industrial design, communication design, commercial art, fashion and interior design, museum work, movies and stage.

#### Enrichment: The following assignments and activities are designed to reinforce basic skills and to expand students' interest and abilities:

| Variety of media uses | Observation | Exploration | Experimentation | Sustained study | Forming processes | Perception | Technology | Career awareness | Guest speakers | Field trips | Balance | Symbolism | Decorative motifs | Illustration | Positive/negative space | Figure/ground relationships | Awareness of art as a visual recorder of history | Aesthetic environment | Museum visits | Slides/visuals | Films/videos | Reports/projects | Related arts | Computer art, graphics, and techniques | Multi-cultural activities | Terms related to materials, tools, skills, and techniques | Drawing | Painting | Sculpture | Crafts | Printmaking | Design elements and principles |
|-----------------------|-------------|-------------|-----------------|-----------------|------------------|------------|------------|-----------------|----------------|------------|---------|----------|------------------|---------------|--------------------------|-----------------------------|-------------------------------------------------|-----------------------------|------------------------|-----------------|---------------|--------------|--------------|----------------|--------------------------|------------------------|-------------------------------------------------|------------------------|----------------|--------------|--------|--------|--------|--------|

### Instruction: The following skills and concepts will receive a priority of instructional time so that students can successfully progress to the next level of learning.

- Analyze
- Apply standard grammar
- Classify
- Collaborate
- Communicate effectively
- Compare & contrast
- Construct logical sequences
- Create hypotheses
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- Distinguish between fact & opinion
- Draw conclusions
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- Recognize main ideas & details
- Report
- Revise
- Self Assess
- Sequence
- Solve problems
- Speak publicly
- Summarize
- Take notes
- Take tests
- Think inventively
- Use resources
- Use technology
- Work productively
- Write

### Ethical Procedures (7.22)

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ART 7 VOCABULARY:

Appreciation - To recognize the value of an object or the beauty in it.
Aesthetics - The study and appreciation of natural and man-made beauty.
Collagraph - A printmaking process in which a plate is created by using a variety of materials.
Collage - A two-dimensional art form in which the artist uses more than one material.
Assemblage - A three-dimensional art form in which the artist uses more than one material.
Contrast - Differences that show well together (black and white, rough and smooth).
Composition - The balance and arrangement of art on the format.
Exhibit/Display - A presentation of art.
Opaque - A substance that you cannot see through.
Transparent - A substance that you can see through.
Historical - Based on people, facts, events, and art from the past.
Abstract - Taking an idea from another source but changing it, usually to make it less realistic.
Realistic - Art styles and subjects that can be defined and easily understood.
Surrealistic - Real objects put together in an unreal context to create strange, dream-like images.
Non-Objective - Art styles and subjects that are expressive and cannot be defined.
Illusion - An appearance of an image.
Illustration - A drawing meant to explain something in a visual way.
Craftsmanship - Artistic care and neatness and the use of skill.
Motif - A repeated design or theme.
Sculpture - Three dimensional art forms that may be additive or subtractive.

ART CRITICISM: The process of discussing and evaluating visual art.

Description – What do you see?
Analysis – How did the artist use the Principles of Design to organize the Elements of Art?
Interpretation – What is the message?
Judgment – What do you think?

ART CAREERS:

Fine Artist
Painter
Sculptor
Printmaker
Craftsman
Potter
Industrial Design
Architect

Automotive Designer
Communication Arts
Graphic Designer
Cartoonist
Illustrator
Photographer
Computer Graphics
Fashion Designer
Interior Designer
Special Effects
Video Production
Set Designer
Animator
Museum Educator
Restorer
Art Teacher
Art Historian

SHAPE VS. FORM

Shapes: 2-D

Forms: 3-D

Shaded with pen & ink techniques:

hatching
cross-hatching

COLOR WHEEL

Key:
1 - Primary
2 - Secondary
3 - Intermediate

Red-violet
Violet
Blue-violet
Blue
Blue-green
Green
Yellow-green

Red-orange
Red
Orange
Yellow-orange

Perspective: Ways to show depth on a flat surface

Method
Overlapping
Size
Color
Value/Shading
Details/Focus
Placement
Converging lines/Spacing

Objects Near
things in front
large
sharp, bright
lighter
many
lower on paper
wide apart

Objects Far Away
things behind
small
blurred, gray
darker
few
higher on paper
closer together

Average Human Figure & Head PROPORTIONS

The average person is 7 1/2-8 “heads” tall.

If you gauge the height of the head, and use it as a unit of measure, the parts of the body will be proportionately the same on almost every figure.
# Art 8

## Essentials of the Curriculum

### Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st Century:

- Analyze
- Apply standard grammar
- Classify
- Collaborate
- Communicate effectively
- Compare & contrast
- Construct logical sequences
- Create hypotheses
- Critique
- Describe
- Detect fallacies
- Distinguish between fact & opinion
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- Recognize main ideas & details
- Report
- Revise
- Self Assess
- Sequence
- Solve problems
- Speak publicly
- Summarize
- Take notes
- Take tests
- Think inventively
- Use resources
- Use technology
- Work productively
- Write

### Art Across the Curriculum:

The following assignments/activities are examples of how art will connect knowledge within and across the disciplines:

- **Math** - Use rulers and compasses; measure formats for displays and mats; utilize compositional balance.
- **Social Studies** - Explore world art history; cultural awareness and aesthetics.
- **Language Arts** - Develop oral and written reports; critiques; vocabulary.
- **Science** - Understand how scientists use design and illustration in reports.
- **Technology** - Expand computer technology and graphic arts; use a video software to create a curriculum based movie.
- **Foreign Language** - Know and appreciate visual arts from all cultures throughout the history of the world; appreciate and respect diversity.
- **Health and Physical Education** - Explore human biomechanics by using sequential images.
- **Related Arts** - Explore the connections between the visual arts, music and the performing arts.
- **Careers** - Learn about careers in art; for example - Fine Arts, crafts, industrial design, communication design, commercial art, fashion and interior design, museum work, movies gaming and stage.

### Enrichment:

The following assignments and activities are designed to reinforce basic skills and to expand students’ interest and abilities:

- **Art History**
  - Identify the roles of artists in mass media.
  - View and analyze art and architecture from world cultures/periods/civilizations by styles/symbolism/technological impact.
  - Describe artwork in historical/cultural context.
  - Compare/contrast artwork according to medium/period/style/artist.

- **Art Production**
  - Use color theory in artwork.
  - Use aerial perspective in artwork.
  - Create 3-D art, using a variety of media.
  - Use line to create value in art.

- **Art Interpretation**
  - Identify and analyze art from world cultures/periods/civilizations.
  - Investigate social/historical context in artwork.
  - Explain how experiences influence judgment and interpretation of artwork.
  - Critique artwork using appropriate art vocabulary.

### Ethical Procedures (8.10)

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**ART 8 VOCABULARY:**

**Appreciation** - To recognize the value of an object or the beauty in it.

**Aesthetics** - The study and appreciation of natural and man-made beauty.

**Collograph** - A printmaking process in which a plate is created by using a variety of materials.

**Collage** - A two-dimensional art form in which the artist uses more than one material.

**Assemblage** - A three-dimensional art form in which the artist uses more than one material.

**Contrast** - Differences that show well together (black and white, rough and smooth).

**Composition** - The balance and arrangement of art on the format.

**Printmaking** - The art of creating multi-geprints from one printing source.

**Edition** - A set of prints that are exactly alike.

**Exhibit/Display** - A presentation of art.

**Relief** - A sculptural technique in which there is a raised and lowered surface.

**Abstract** - Taking an idea from another source but changing it, usually to make it less realistic.

**Relief** - A sculptural technique in which there is a raised and lowered surface.

**Monochromatic** - The use of one color plus white (tint) and black (shade).

**Analogous** - Colors that are similar and next to each other on the wheel.

**Transparent** - A substance that you cannot see through.

**Opaque** - A substance that you can see through.

**Motif** - A repeated pattern or theme.

**Repetition** - Using a form more than once to create a pattern or motif.

**Assemblage** - A three-dimensional art form in which the artist uses more than one material.

**Surrealistic** - Art styles and subjects that can be defined and easily understood.

**Non-Objective** - Art styles and subjects that are expressive and cannot be defined.

**Illusion** - An appearance of an image.

**Perspective** - The appearance of distance on a flat surface.

**COLOR WHEEL**

**Color Schemes:**

- **Monochromatic** – values of one color
- **Analogous** – any 3 colors next to each other on the color wheel
- **Complementary** – opposite colors on the color wheel
- **Triadic** – any 3 colors equal distance from each other on the color wheel

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**ART CAREERS:**

- **Fine Artist**
- **Painter**
- **Sculptor**
- **Printmaker**
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- **Poter**
- **Industrial Design**
- **Architect**
- **Automotive Designer**
- **Communication Arts**
- **Graphic Designer**
- **Carbonist**
- **Illustrator**
- **Photographer**
- **Computer Graphics**
- **Fashion Designer**
- **Interior Designer**
- **Special Effects**
- **Video Production**
- **Set Designer**
- **Animator**
- **Game Level Designer**
- **Museum Educator**
- **Restorer**
- **Art Teacher**
- **Art Historian**

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**ART CRITICISM:**

**Description** – What do you see?

**Analysis** – How did the artist use the Principles of Design to organize the Elements of Art?

**Interpretation** – What is the message?

**Judgment** – What do you think?

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**TYPE OF BALANCE:**

- **Symmetrical** - the same on both sides.
- **Asymmetrical** - not the same on both sides.
- **Radial Symmetry** - design that branches to all directions from the center.

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**SHAPE VS. FORM**

- **Shapes** - 2-D
- **Forms** - 3-D

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**LINEAR PERSPECTIVE:**

As parallel lines recede in the distance they appear to converge at imaginary points called Vanishing Points. One point is used when facing a flat wall and two points are used when facing a corner.

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**Average Human Figure & Head PROPORTIONS**

1. The average person is 7 1/2 - 8 “heads” tall.
2. If you gauge the height of the head, and use it as a unit of measure, the parts of the body will be proportionately the same on almost every figure.

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**ART 8 VOCABULARY:**

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- **Special Effects**
- **Video Production**
- **Set Designer**
- **Animator**
- **Game Level Designer**
- **Museum Educator**
- **Restorer**
- **Art Teacher**
- **Art Historian**

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**ART CRITICISM:**

**Description** – What do you see?

**Analysis** – How did the artist use the Principles of Design to organize the Elements of Art?

**Interpretation** – What is the message?

**Judgment** – What do you think?
STUDENT LEARNING GOALS for ART

The student will:
- Develop artistic and cultural awareness, imagination, perception and skill.
- Foster creativity, self expression, confidence, and discipline.
- Improve craftsmanship and problem solving abilities.
- Maintain a sketchbook and portfolio.
- Utilize a strong work ethic and proper safety procedures.
- Prepare for advanced levels of art.

The Art I curriculum will introduce students to studio experiences, art history & cultural connections, art vocabulary, aesthetics and the process of art criticism.

Art Across the Curriculum: The following assignments/activities are examples of how art will connect knowledge within and across the disciplines.

- Foreign Language - Global artists, cultural awareness, vocabulary/pronunciation
- Language Arts - Written/oral communication, sketchbook/journal, research, literature
- Math - Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms
- Performing Arts - Music, drama, dance, film, culinary arts
- Science - Color theory, anatomy (people, plants, animals), chemical reactions/toxicity
- Social Studies - Correlation between art and history, editorial cartoons/political art, visual record of history

Visual Communication and Production
- Maintain a sketchbook/visual journal
- Maintain a portfolio
- Understand and use Elements and Principles of Design
- Create effective compositions
- Use technology as an artistic tool
- Demonstrate an understanding of drawing, painting, printmaking, sculpture: basic color theory, gesture and contour drawing, observational drawing, still life, positive/negative space, shading and illusion of three dimensions, linear and atmospheric perspective, proportions of the human body, portrait, methods of enlargement, personal expression, craftsmanship, originality
- Use ethical procedures and adhere to copyright laws
- Use a variety of subject matter and symbols to express ideas
- Prepare and display works of art

Cultural Context and Art History
- Identify technological developments in art
- Describe and discuss art related careers
- Identify, discuss, and describe connections between art from different cultures and periods in history
- Prehistoric, Egyptian, Greek, Roman, Middle Ages, Renaissance, Impressionism, Post-Impressionism, Abstract-Expressionism, Pop Art
- Use appropriate vocabulary to discuss works of art
- Discuss works of art in terms of meaning, subject matter, media and formal choices, cultural connections, function/purpose, perceived meaning, symbolism
- Describe mass media influence
- Prepare and display works of art

Judgment and Criticism
- Employ critical evaluation skills orally and in writing:
  - Use expanded art vocabulary when evaluating and interpreting art
  - Reference elements and principles of design
  - Differentiate between personal preference and informed judgment
  - Include concept, composition, technical skills, realization of perceived intentions
- Describe, respond, analyze, interpret, judge, and evaluate original works of art
- Participate in student and teacher led critiques
- Classify art works as representative, abstract, nonobjective, illustrative, and conceptual
- Recognize cultural influences and origins in art work

Aesthetics
- Discuss how aesthetics are:
  - Reflected in everyday life
  - Different from judgments
  - Reflections of intentions and choices of an artist
  - Reflected in a variety of stances, including formalism, expressionism, contextualism, and imitationism
- Support personal aesthetic judgments
- Discuss current issues and interests in the art world
- Study and describe ideas about the aesthetic properties found in art
- Formulate and defend definitions of "art" and "aesthetics"

Ethical Procedures
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Visual Art Resources
- Art Museums
  - VMFA, Richmond
  - National Gallery of Art
  - Smithsonian Museums
  - Chrysler Museum, Norfolk
- Galleries
  - ArtWorks / Plant Zero
  - Anderson Gallery (VCU)
  - Crossroads Art Center
  - Marsh Gallery (UR)
- Other Places & Events
  - Arts in the Park
  - First Fridays Art Walk
  - Valentine Museum
  - Virtual Field Trips
  - Guest Artists

Note: These essentials are aligned with, but not limited to, the Virginia Visual Arts Standards of Learning.
**COLOR WHEEL**

Key: 1 - Primary  2 - Secondary  3 - Tertiary or Intermediate

**Color Relationships:**
- **Monochromatic** – values of one color (a hue plus its tints & shades)
- **Analogous** – any 3 colors next to each other on the color wheel
- **Complementary** – opposite colors on the color wheel
- **Triadic** – any 3 colors equal distance from each other on the color wheel

**Design**

Elements: line, shape, form, space, value, color, texture

Principles: rhythm, movement, contrast, balance, proportion, variety, emphasis, unity

**Composition:** Using the Principles of Design to effectively arrange the Elements in a work of art.

- Mentally plan how to use your space.
- Sketch your plan to establish placement and proportion.
- Emphasize a particular part of the picture to establish a focal point.
- Create movement by planning a path that leads the viewer’s eye throughout the composition.
- Use the entire space: draw large, fill the paper, let objects extend off the picture plane.
- Let the negative space become interesting shapes.
- Balance shapes and forms as well as colors and values in your picture.
- Use enough variety of shapes, colors and textures to be interesting, but not enough to be confusing.
- Create unity by relating similar elements.

**Key:** Elements and Principles

**Art Criticism:** The process of discussing and evaluating visual art.

**Description** – What do you see? List everything. Be objective, give only the facts. Include size, media, title & artist’s name.

**Analysis** – How is the work organized? Explain how the artist used the Principles of Design to organize the Elements of Art.

**Interpretation** – What is the message? Give your thoughts on what the artist is trying to say. What makes you think this way?

**Judgment** – Is the work successful? Use personal preference and aesthetic reasoning to make this determination.

**Aesthetics** - A branch of philosophy concerned with the nature and value of art.

**Aesthetic theories:** How will you judge the success of a work of art?

- **Imitationalism** – Focus on realistic presentation.
- **Formalism** – Focus on formal qualities; Elements and Principles of Design.
- **Expressionism** – Focus on emotional responses, feelings, or moods.
- **Contextualism** – Focus on the content in which the artwork was created, or in which it is displayed.

**Art Talk**

Credits: Face & figure proportions and Perspective drawings courtesy of the Art Talk textbook. Color Wheel and Shapes & Forms by K. Barclay.
### Art II

#### Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st Century:

- **Analyze**
- **Apply standard grammar**
- **Classify**
- **Collaborate**
- **Communicate effectively**
- **Compare & contrast**
- **Construct logical sequences**
- **Create hypotheses**
- **Critique**
- **Describe**
- **Detect fallacies**
- **Distinguish between fact & opinion**
- **Draw conclusions**
- **Follow directions**
- **Formulate questions**
- **Increase vocabulary**
- **Interpret**
- **Listen**
- **Make conjectures**
- **Make presentations**
- **Manage time**
- **Observe**
- **Organize**
- **Outline**
- **Paraphrase**
- **Predict outcomes**
- **Proofread**
- **Read critically**
- **Recognize cause & effect**
- **Recognize main ideas & details**
- **Report**
- **Revise**
- **Self Assess**
- **Sequence**
- **Solve problems**
- **Speak publicly**
- **Summarize**
- **Take notes**
- **Take tests**
- **Think inventively**
- **Use resources**
- **Use technology**
- **Work productively**
- **Write**

#### Note:

These essentials are aligned with, but not limited to, the Virginia Visual Arts Standards of Learning.

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### Visual Communication and Production

- Maintain a sketchbook/visual journal (2.1)
- Maintain a portfolio (2.2)
- Understand and use Elements and Principles of Design (2.3)
- Create effective compositions (2.4)
- Use technology as an artistic tool (2.4)
- Increase proficiency and craftsmanship in an expanded range of art media (2.5):
  - color theory (2.3)
  - originality (2.7)
  - visual problem solving (2.7)
  - characteristics of a series or sequence (2.10)
  - composition
  - abstract and non-objective art
  - gesture and contour drawing
  - observational drawing
  - landscape
  - still life
  - positive/negative space
  - shading and illusion of three dimensions
  - one & two point linear and atmospheric perspective
  - illusion of depth
  - proportions of the human body
  - portrait
  - personal expression
- Use historical subject matter and symbols as inspiration (2.6)
- Use ethical procedures and production (2.8)
- Prepare and display works of art (2.9)

#### Cultural Context and Art History

- Identify artists and visual art resources within community (2.11)
- Describe and discuss, in writing and orally, art related careers (2.12)
- Identify specific developments in art history (2.13)
- Use appropriate vocabulary to discuss works of art (2.14)
- Use historical context to identify and differentiate art from a variety of cultures and periods in history (2.15, 2.16):
  - Prehistoric
  - Egyptian
  - Greek/Roman
  - Middle Ages
  - Renaissance
  - Impressionism
  - Post Impressionism
  - Expressionism
  - Fauvism
  - Dadaism
  - Surrealism
  - Pop Art
- Discuss works of art in terms of:
  - societal influences (2.17)
  - context/meaning (2.18)
  - symbolism (2.19)
  - media and formal choices
  - cultural connections
  - subject matter
  - communication
- Further describe mass media influence on:
  - preference
  - perception
  - communication

#### Judgment and Criticism

- Employ expanded art vocabulary in art criticism (2.20)
- Use expanded vocabulary to assess personal work (2.21)
- Interpret and compare historical references in art, orally and in writing (2.22)
- Identify and analyze characteristics of art (2.23)
- Participate in oral and written critiques (2.24)
- Describe how the perception of quality in works of art has changed over time (2.25)

#### Aesthetics

- Compare and contrast aesthetic ideals throughout history (2.26)
- Discuss how responses to the natural environment differ from the man-made (2.27)
- Reflect on and analyze personal responses to works of art (2.28)
- Use expanded vocabulary to support personal opinions (2.29)
- Describe, refine, and organize personal ideas about aesthetic qualities (2.30)
- Research and investigate intentions of specific works (2.31)
- View art from a variety of aesthetic points of view (2.32)

#### Ethical Procedures (2.8)

Henrico County Public School art students are expected to perform honestly through the production of their own work and adhere to the HCPS Code of Conduct. All artwork should be original. Use images from the Internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary.

### Art Across the Curriculum: The following assignments/activities are examples of how art will connect knowledge within and across the disciplines.

- **Foreign Language** - Global artists, cultural awareness, vocabulary/grammar
- **Language Arts** - Written/oral communication, sketchbook/journal, research, literature
- **Math** - Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms
- **Performing Arts** - Music, drama, dance, film, culinary arts
- **Science** - Color theory, anatomy (people, plants, animals), chemical reactions/toxicity
- **Social Studies** - Correlation between art and history, editorial cartoons/political art, visual record of history

### Visual Art Resources (2.11)

#### Art Museums
- VMFA, Richmond
- National Gallery of Art
- Smithsonian Museums
- Chrysler Museum, Norfolk

#### Galleries
- ArtWorks / Plant Zero
- Anderson Gallery (VCU)
- Crossroads Art Center
- Marsh Gallery (UR)
- 1708 & other galleries on Broad St.
- Reynolds & other galleries on Main St.
- Visual Arts Center of Richmond

Note: These essentials are aligned with, but not limited to, the Virginia Visual Arts Standards of Learning.
**Color Relationships:**
- **Monochromatic** – values of one color (a hue plus its tints & shades)
- **Analogous** – any 3 colors next to each other on the color wheel
- **Complementary** – opposite colors on the color wheel
- **Triadic** – any 3 colors equal distance from each other on the color wheel
- **Split Complementary** – one color and the colors on either side of its complement

**Design**
- **Elements**
  - line
  - shape
  - form
  - space
  - value
  - color
  - texture
- **Principles**
  - rhythm
  - movement
  - contrast
  - balance
  - proportion
  - variety
  - emphasis
  - unity

**Composition:** Using the Principles of Design to effectively arrange the Elements in a work of art.
- Mentally plan how to use your **space**.
- Sketch your plan to establish placement and **proportion**.
- **Emphasize** a particular part of the picture to establish a focal point.
- Create **movement** by planning a path that leads the viewer’s eye throughout the composition.
- Use the entire **space**: draw large, fill the paper, let objects extend off the picture plane.
- Let the negative **space** become interesting **shapes**.
- **Balance** shapes and **forms** as well as colors and values in your picture.
- Use enough **variety** of shapes, colors and textures to be interesting, but not enough to be confusing.
- **Create unity** by relating similar elements.

**Key:** Elements and Principles

**Art I**

**Art Criticism:** The process of discussing and evaluating visual art.

**Description** – What do you see? List everything. Be objective, give only the facts. Include size, media, title & artist's name.

**Analysis** – How is the work organized? Explain how the artist used the Principles of Design to organize the Elements of Art.

**Interpretation** – What is the message? Give your thoughts on what the artist is trying to say. What makes you think this way?

**Judgment** – Is the work successful? Use personal preference and aesthetic reasoning to make this determination.

**Aesthetics** - A branch of philosophy concerned with the nature and value of art.

**Aesthetic theories:** How will you judge the success of a work of art?
- **Imitationalism** – Focus on realistic presentation.
- **Formalism** – Focus on formal qualities; Elements and Principles of Design.
- **Expressionism** – Focus on emotional responses, feelings, or moods.
- **Contextualism** – Focus on the content in which the artwork was created, or in which it is displayed.
STUDENT LEARNING GOALS for ART

The student will:
- Develop artistic and cultural awareness, imagination, perception and skill.
- Foster creativity, self expression, confidence, and discipline.
- Improve craftsmanship and problem solving abilities.
- Maintain a sketchbook and a portfolio.
- Utilize a strong work ethic and proper safety procedures.
- Prepare for advanced levels of art.

The Art III curriculum emphasizes the continued development of artistic abilities. Students will move from intermediate to advanced levels of study in all areas, including knowledge of art history, proficiency in technical skill, creative problem solving abilities, and development of personal style.

Visual Communication and Production
- Maintain a sketchbook/visual journal (3.1)
- Maintain a portfolio (3.2)
- Develop an area of concentration
- Prepare for Art IV/V
- Integrate consistent knowledge of the Elements and Principles of Design (3.3)
- Integrate technology with traditional art media (3.4)
- Develop a sequential body of work (3.5)
- Demonstrate a comprehensive and sophisticated understanding of:
  - skill, self-confidence and craftsmanship (3.6)
  - art styles, movements and cultures (3.7)
  - initiative, originality, fluency, task commitment, and use of new ideas (3.8)
  - integrity and work ethic
  - color theory
  - realistic, abstract, and non-objective art
  - observational drawing
  - illusion of depth
  - figurative studies
  - personal expression
  - visual problem solving
- Use ethical procedures and adhere to copyright law (3.9)
- Select, prepare and display works of art; critique exhibits (3.10)

Cultural Context and Art History
- Fully research a specific art-related career (3.11)
- Research and analyze personally influential artist, art styles and cultures (3.12)
- Compare, analyze, and discuss relationships and influences between styles and cultures (3.13, 3.15, 3.17)
- Identify works of art within styles, regions, or periods (3.14)
  - Prehistoric
  - Egyptian
  - Greek/Roman
  - Byzantine
  - Middle Ages
  - Romanesque
  - Gothic
  - Renaissance
  - Mannerism
  - Baroque
  - Rococo
  - Neo-Classicism
  - Romanticism
  - Realism
  - Impressionism
  - Post Impressionism
  - Fauvism
  - Expressionism
  - Cubism
  - Surrealism
  - Abstract Expressionism
  - Pop Art
  - Op Art
  - Photo-Realism
  - Contemporary
- Describe relationships between form/function and culture/style (3.16)

Judgment and Criticism
- Use expanded art vocabulary in art criticism, both verbal and written (3.18)
- Critique a work of art using a formalist, imitationalist, expressionist, or contextual point of view (3.19)
- Compare and defend multiple points of view (3.20)
- Develop criteria for a class critique (3.21)
- Analyze attributes of art that evoke a response (3.22)

Aesthetics
- Analyze the change of cultural sensibilities due to cultural influences (3.23)
- Research, compare, and contrast ideals of multiple artists (3.24)
- In writing, identify, analyze, and apply criteria for making visual judgments (3.25)
- Debate perceived intentions related to art making (3.26)
- Study, describe, analyze and interpret aesthetic qualities of art (3.27)
- Defend multiple points of view (3.28)
- Describe how art affects groups, individuals and cultures (3.29)

Art Across the Curriculum: The following assignments/activities are examples of how art will connect knowledge within and across the disciplines.
- **Foreign Language** - Global artists, cultural awareness, vocabulary/pronunciation
- **Language Arts** - Written/oral communication, sketchbook/journal, research, literature
- **Math** - Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms
- **Performing Arts** - Music, drama, dance, film, culinary arts
- **Science** - Color theory, anatomy (people, plants, animals), chemical reactions/toxicity
- **Social Studies** - Correlation between art and history, editorial cartoons/political art, visual record of history

Visual Art Resources
- **Art Museums**
  - VMFA, Richmond
  - National Gallery of Art
  - Smithsonian Museums
  - Chrysler Museum, Norfolk

- **Galleries**
  - ArtWorks / Plant Zero
  - Anderson Gallery (VCU)
  - Crossroads Art Center
  - Marsh Gallery (UR)
  - 1708 & other galleries on Broad St.
  - Reynolds & other galleries on Main St.
  - Visual Arts Center of Richmond

- **Other Places & Events**
  - Arts in the Park
  - First Fridays Art Walk
  - Valentine Museum
  - Virtual Field Trips
  - Guest Artists

Ethical Procedures (3.9)
Henrico County Public School art students are expected to perform honestly through the production of their own work and adhere to the HCPS Code of Conduct. All artwork should be original. Use images from the Internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary.

Note: These essentials are aligned with, but not limited to, the Virginia Visual Arts Standards of Learning.
ART III

Guidelines for an Effective Portfolio:

The following tips will help to make a portfolio professional and appealing.

- Present only work which is clean, neat, and highly professional.
- Include a variety of work that shows figure drawing, perspective, color theory, and design. Include imaginative as well as realistic renderings.
- Include photographs of 3-D work that exemplify design abilities which will not fit into a portfolio case (e.g., sculpture, weavings, apparel, furniture).
- Avoid "cute" ideas unless they relate directly to your intended area of art (for example, greeting card design).
- Choose matting that will not detract from the work.
- Covering with acetate is suggested for protection of the work.
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- Choose matting that will not detract from the work.
- Covering with acetate is suggested for protection of the work.
- Be prepared to discuss the works presented in your portfolio. Use a broad art vocabulary and knowledgeable references to art historical influences to enhance your interview.
- Adhere to all deadlines and be aware of specific requirements and additional paperwork required for college admission. Colleges and Universities have different requirements (see below for an example.)
- Maintain an up-to-date portfolio for future employment.

Example of Portfolio Requirements:

V.C.U. School of the Arts has 2 portfolio options: See the VCU website for details and information for submission of slides or digital portfolios.

Option One: A Body of Work... 12-16 images of art that you have created within the past two years that show your promise in visual Art and Design. Present your strongest work and demonstrate your potential to develop a diverse set of skills and ideas should you be accepted into the Art Foundation Program. VCU prefers to see a range of 2D and 3D media, but if your work is concentrated in a single medium your portfolio can be weighted in that area. Drawing from observation is recommended, while copying anime, cartoons, graffiti or tattoos is discouraged.

Option Two: Drawing and Design Exercises (Abridged list - See VCU website for complete requirements.)

- Make a free-hand perspective drawing of a corner of a room within your dwelling. Include at least three pieces of furniture. Draw this view as carefully as possible.
- Draw a geometric volume that is being vigorously affected by an internal force. This is an exercise that requires your interpretation. You should determine what the internal force is and how it is visually affecting the geometric volume.
- Draw a device of your own invention that solves a problem that you have encountered.
- Using a digital or analog camera provide a photographic illustration for “page 87” of your autobiography. Print the image on an 8.5”x11” sheet of paper. If you do not have access to camera equipment you may create a drawing for this exercise.
- Arrange a still life composition consisting of at least three objects touching one another. Consider the objects you choose carefully. Before making your drawing, physically alter one or more of these objects. Using a pencil, draw your creation as accurately as possible.
- Using any medium, depict an unconventional interior space that you would like to inhabit. You may use conventional drawing, photography, digital programs, collage or other media. Carefully and thoughtfully present your proposed space.
The Art IV/V curriculum builds upon previous art learning and provides students with advanced, in-depth and varied studio experiences. Expectations include enhanced creativity and originality, refined craftsmanship and skill, self-directed study, and independent research. Special attention will be given to portfolio development and college preparation.

**Art Across the Curriculum:** The following assignments/activities are examples of how art will connect knowledge within and across the disciplines.

- **Foreign Language** - Global artists, cultural awareness, vocabulary/pronunciation
- **Language Arts** - Written/oral communication, sketchbook/journal, research, literature
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**Visual Art Resources (4.22)**

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| First Fridays Art Walk| VMFA, Richmond
| Valentine Museum      | National Gallery of Art
| Virtual Field Trips   | Smithsonian Museums
| Guest Artists         | Chrysler Museum, Norfolk

**Visual Communication and Production**

- Maintain a sketchbook/visual journal (4.1)
- Demonstrate mastery through a portfolio that contains: works that exhibit an understanding of anatomy, composition and spatial relationships; an in-depth grasp of composition, technical skill and personal style; and 2D and 3D works showing knowledge of space, form & function (4.2)
- Demonstrate advanced knowledge of Elements and Principles of Design (4.3)
- Use technology and electronic media to create art (4.4)
- Demonstrate confidence, sensitivity, and advanced skill in media, techniques & craftsmanship (4.5)
- Express himself through a range of subject matter, symbols, images and media (4.6)
- Use experimental techniques to express a personal, creative, and original problem solving approach (4.7)
- Use ethical procedures & adhere to copyright laws (4.8)
- Select and prepare works for display, publicize and present the exhibition, and complete a self-evaluation of the exhibition (4.9)
- Refine a series of related works (4.10)

**Cultural Context and Art History**

- Evaluate careers in visual arts in relation to personal skills, art aptitudes and interests (4.11)
- Select, research, and analyze art related to personal areas of concentration (4.12)
- Use extensive, high level art vocabulary to analyze, evaluate, and interpret meaning in the work of selected artists (4.13)
- Describe where, when and by whom works were created (4.14)
- Compare and analyze perceived relationships between features in works of selected artists and personal works (4.15)
- Identify the influences of artists on society and culture (4.16)
- Justify influences from art history reflected in personal works (4.17)
- Discuss how function and meaning of personal work is a reflection of contemporary culture (4.18)
- Develop personal symbols and incorporate them in works of art (4.19)

**Judgment and Criticism**

- Consistently use high-level vocabulary related to art and design (4.20)
- Compare and contrast two opposing written views of one exhibition and discuss a personal point of view based on those readings (4.21)
- Write a personal critique of a current exhibition (4.22)
- Identify, analyze, and apply criteria for making visual judgments (4.23)
- Demonstrates the ability to conduct an effective critique (4.24)
- Critically view the quality and expressive form in works of art as a source of inspiration, insight, and potential contribution to personal works of art (4.25)

**Aesthetics**

- Explain how experiences and values affect aesthetic responses to works of art (4.26)
- Write about the application of criteria for making visual aesthetic judgments to personal works of art (4.27)
- Analyze and discuss relationships between works of art in terms of opposing aesthetic views (4.28)
- Study, analyze, interpret, and relate the aesthetic qualities of other works of art to personal work (4.29)
- Justify personal perceptions of an artist’s intent through visual clues and research (4.30)
- Discuss in writing the impact of contemporary art on the development of a personal style (4.31)

**Ethical Procedures (4.8)**

Henrico County Public School art students are expected to perform honestly through the production of their own work and adhere to the HCPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements at any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary.
**ART CAREERS**

Advertising  
Media advertising  
Product Packaging  

Animation  
Cartoons  
Movies  
Commercials  
Game Design  

Architecture  
Commercial Architect  
Residential Architect  
Landscape Architect  

Art Education  
Art Teacher  
Art Supervisor  
Art Therapist  
Art Museum Administrator  
Art Gallery Manager  
Museum Educator  

Craft Arts  
Ceramics  
Fiber  
Glass  
Metal and Jewelry  
Textile/Surface Design  
Woodwork  

Environmental Design  
Interior Design  
Space Planner  
Set Designer  
Amusement Park Design  
Furniture Design  
Lighting Design  

Fashion Design  
Pattern Maker  
Costume Design  
Footwear Design  
Fashion Accessory Design  
Fashion Illustrator  

Film  
Director  
Film Editor  
Screenwriter  
Cameraperson  
Music Video Producer  
Film Producer  
TV Commercial Producer  
Director of Photography  

Fine Art  
Painter  
Sculptor  
Multimedia Artist  
Muralist  
Printmaker  

Graphic Design  
Graphic Design  
Package Design  
Editorial Design  
Multi-media Design  
Game Design  

Illustration  
Editorial Illustrator  
Children’s Book Illustrator  
Greeting Card Illustrator  
Special effects illustrator  
Police or courtroom Illustrator  

Photography  
Editorial Photography  
Portrait Photography  
Photожournalism  

Transportation Design  
Vehicle Design  
Watercraft Design  
Model Maker  
Toy or Game Design  

**ART IV & V**

**COMPOSITION:** Using the principles of design to effectively arrange the elements in a work of art.

- Mentally plan how to use your space.
- Sketch your plan to establish placement and proportion.
- Emphasize a particular part of the picture to establish a focal point.
- Create movement by planning a path that leads the viewer’s eye throughout the composition.
- Use the entire space: draw large, fill the paper, let objects extend off the picture plane.
- Let the negative space become interesting shapes.
- Balance shapes and forms as well as colors and values in your picture.
- Use enough variety of shapes, colors and textures to be interesting, but not enough to be confusing.
- Create unity by relating similar elements.

**KEY:** Elements and Principles

**GUIDELINES FOR AN EFFECTIVE PORTFOLIO:**

The following tips will help to make a portfolio professional and appealing.

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**Option Two: Drawing and Design Exercises** (Abridged list - See VCU website for complete requirements.)

- Make a free-hand perspective drawing of a corner of a room within your dwelling. Include at least three pieces of furniture. Draw this view as carefully as possible.
- Draw a geometric volume that is being visually affected by an internal force. This is an exercise that requires your interpretation. You should determine what the internal force is and how it is visually affecting the geometric volume.
- Draw a device of your own invention that solves a problem that you have encountered.
- Using a digital or analog camera provide a photographic illustration for “page 87” of your autobiography. Print the image on an 8.5”x11” sheet of paper. If you do not have access to camera equipment you may create a drawing for this exercise.
- Arrange a still life composition consisting of at least three objects touching one another. Consider the objects you choose carefully. Before making your drawing, physically alter one or more of these objects. Using a pencil, draw your creation as accurately as possible.
- Using any medium, depict an unconventional interior space that you would like to inhabit. You may use conventional drawing, photography, digital programs, collage or other media. Carefully and thoughtfully present your proposed space.
Honors Art enables highly motivated art students to perform beyond the scope of the advanced art curriculum. Supplementary comprehensive Honors projects require additional commitment and accomplishment.

Eligibility Requirements – Applicants must be:
- Highly motivated students who are seriously committed to the study of art.
- Enrolled in Art IV or Art V
- Recommended by the art teacher(s)

Course Requirements – Honors student must:
- Complete all regular Art IV or Art V course assignments.
- Submit an Honors Project proposal for approval at the beginning of each nine weeks.
- Complete each Honors Project outside of class. This work should exhibit sophisticated thought, analysis, research and an obvious investment of time.
- Schedule at least three progress reviews during each nine week period. (Form on back.)
- Submit completed Honors Projects for final evaluation prior to the end of each nine weeks.
- At least once every nine weeks, visit an art exhibition, gallery, artist studio, or museum.
  Select representative work(s) and write a critical analysis.
- Create and present a physical and digital/slide portfolio.

Suggested Honors Projects - Students should work toward creating a body of work, which may explore a theme and/or demonstrate investigation of media or techniques.

Possible Themes:
- A series of expressive works based on personal experience.
- Interpretive self-portraiture and/or figure studies.
- Exploration of exaggeration and distortion.
- Exploration of interior or exterior space.
- Visual representations of psychological or narrative events.
- Visual depiction of a personal history.
- Abstract study of the elements and principles of art.

Other Project Idea:
- Select, prepare for display, and hang a retrospective exhibit including a body of work.

Evaluation:
- Honors level grades will be based on the successful completion of the Course Requirements.
- Honors level projects will be evaluated prior to the end of each nine weeks. Success and quality of these honors projects will be determined by the art teacher.
- Failure to complete any of the Honors Course requirements will result in removal from the Honors program. This determination will be made no later than the end of the first nine weeks.
## Progress Review Form

<table>
<thead>
<tr>
<th>Nine Weeks</th>
<th>Honors Project</th>
<th>Progress Review #1</th>
<th>Progress Review #2</th>
<th>Progress Review #3</th>
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</thead>
<tbody>
<tr>
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STUDENT LEARNING GOALS for Visual Arts

The students will be:
- Developing a portfolio to submit for evaluation by the College Board.
- Demonstrating self motivation, self direction and serious commitment throughout the creative process.
- Expanding technical skill, content, style, design skill, expressive qualities, problem solving, aesthetic awareness.
- Encouraging creative and systematic investigation of formal and conceptual issues.

CULTURAL ENRICHMENT

Museums
- Smithsonian Museum, Washington, D.C.
- National Art Gallery
- Museum of African Art
- Museum of Women in the Arts
- National Portrait Gallery
- Hirshorn Gallery
- Virginia Museum of Fine Arts, Richmond, VA
- Virginia Native American Cultural Center, Richmond, VA
- Black History Museum, Richmond, VA
- Valentine Museum, Richmond, VA
- Abby Aldrich Rockefeller Folk Art, Williamsburg, VA
- Art Museum of Southwest Virginia, Roanoke
- Baltimore Museum of Art, VA

Local Galleries
- Anderson Gallery, V.C.U.
- Marsh Gallery, University of Richmond
- Corcoran Gallery of Art, Washington, D.C.
- Artemis Gallery, 1601 W. Main St., Richmond, VA
- Artspace, 6 E. Broad St., Richmond, VA
- But Is It Art, 3031 W. Cary St., Richmond, VA
- Coincidence Gallery, 2401 W. Main St., Richmond, VA
- Cudahy's Gallery, 1314 E. Cary St., Richmond, VA
- Elements, 100 Shockoe Slip, Richmond, VA
- Gallery 5800, 5800 Grove Ave., Richmond, VA
- Hand Workshop Art Center, 1812 W. Main St., Richmond, VA
- Uptown Gallery, 1305 W. Main St., Richmond, VA

AP RULES OF ORIGINALITY

Work copied directly from published sources should not be part of the portfolio. Reinvented, modified, or reinterpreted work may be submitted. Copyright infringement guidelines should be clearly defined by the teacher.

EXAMINATION GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
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<tr>
<td>4</td>
<td>Well Qualified</td>
</tr>
<tr>
<td>3</td>
<td>Qualified</td>
</tr>
<tr>
<td>2</td>
<td>Possibly Qualified</td>
</tr>
<tr>
<td>1</td>
<td>No Recommendation</td>
</tr>
</tbody>
</table>

*Each section of the portfolio is judged separately.

CRITERIA FOR ASSESSMENT

SKILL/technical expertise: Mastery of the selected media and marks created with the media.

DESIGN: Evidence of an advanced understanding of the elements and principles of art.

CONTENT/imaginative or observed: Inventive nature of personal reflection and interpretation of the subject, and point of view.

EXPRESSIVE characteristic: Evidence of a personal search for experimentation and risk taking with materials and subject.
ADVANCED PLACEMENT PORTFOLIO REQUIREMENTS:

Students must select one of the following portfolios to submit. Please refer to the AP Course Description for further specifications. Failure to follow all requirements may result in an incomplete or unacceptable portfolio.

Each portfolio contains three sections:

Section I: Quality

Original artworks that demonstrate overall excellence in concept, composition, and technical skill. You must submit 5 actual works (not slides) measuring from 8” x 10” to 18” x 24” on paper, mats, or unstretched canvas in the Drawing and 2-D Portfolio. Slides are accepted for the 3-D Portfolio - five works; two slides of each one are submitted.

* Artworks submitted in the quality section may be used in the concentration or breadth section, but not both.

Section II: Concentration

A body of related artworks based on an in-depth, personal investigation of an artistic concern. Your concentration should reflect considerable time, effort, and thought. Plan your concentration early in the year so your work will demonstrate direction, development, and growth in a style of your personal interest. Visual coherence should be evident.

All Portfolios: 12 slides (max.) no minimum number required

Examples:
- A study of the use of elements to show visual rhythm in musical performances images
- An investigation of light as perceived in interior or exterior architectural space
- Works based on a personal interest that explore formal or expressive qualities expressed in a new medium
- A series of clay or wood relief sculptures that begin with representation interpretations and evolve into abstractions

Presenting Your Concentration:
- Slides should present clear visual coherence and show time, evolution of thought and effort.
- You may not submit the same slides in section II in the Breadth (section III).

Commentary:
A brief written commentary defining the nature of your concentration, describing the sources of your ideas, and describing the use of a medium or media must accompany the slides in the concentration. The commentary is not graded, but is used to aid in the evaluation of your work.

Section III: Breadth

Works should show variety and exploration within your portfolio concern.

Drawing - 12 works; one slide of each work. (Details may not be included.) Drawings should demonstrate student’s ability to use advanced drawing concepts, such as line vs. tone drawings, observation vs. inventive drawing, and various spatial systems, subjects, media, contents, and techniques.

2-D Design - 12 works; one slide of each work. (Details may not be included.) Works should demonstrate student’s ability in a variety of 2-D art forms and techniques. Art should show effective application of the elements and principles of art and demonstrate perceptual, conceptual, expressive and technical range.

3-D Design - 8 works; two slides of each are submitted - 16 slides. Demonstration of student’s broad experiences and accomplishments in a variety of three-dimensional forms, techniques, media, processes, and concepts. Work should address problems in concept, form and material and show evidence of student’s technical, formal, expressive, and perceptual range.
STUDENT LEARNING GOALS for Visual Arts

The students will be:
Developing Awareness, Imagination, Perception, Understanding, and Skill.
Fostering Creativity, Self-expression, Self-confidence, and Self-discipline.
Expanding Craftsmanship, Problem-Solving Abilities, Cultural Understandings, and Safety Procedures.

MASTERY: The following skills, concepts and vocabulary will receive a priority of instructional time so that students can successfully progress to the next level of learning.

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<thead>
<tr>
<th>SKILLS</th>
<th>CONCEPTS</th>
<th>CULTURAL</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking/seeing</td>
<td>Aesthetic Awareness</td>
<td>Art Criticism:</td>
<td>Dithering</td>
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<tr>
<td>Hand/eye coordination</td>
<td>Composition</td>
<td>Computer in Fine Art</td>
<td>Linear Shading/</td>
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<td>Drawing with mouse,</td>
<td>Elements and Principles</td>
<td>Realism, abstraction,</td>
<td>Patterns</td>
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<td>drawing tablet, etc.</td>
<td>Positive/Negative</td>
<td>non-objective</td>
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<tr>
<td>Drawing Design</td>
<td>Space: Figure/</td>
<td>Cultural Diversity</td>
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<td>Cut and paste</td>
<td>Ground</td>
<td>History of the computer</td>
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<tr>
<td>Animation</td>
<td>Color Theory</td>
<td>Consumer Awareness</td>
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<td>Multi Media</td>
<td>Input Devices</td>
<td>Mass Media</td>
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<td>Communication</td>
<td>Art Careers</td>
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<td>Manipulating images</td>
<td>Advertising</td>
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<td>Printer usage</td>
<td>Internet</td>
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<td>Proper care of</td>
<td>Grid System</td>
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<td>hardware and software</td>
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</table>

ENRICHMENT: The following assignments and activities are designed to reinforce basic skills and to expand students’ interest and abilities.

- Aesthetic Environment
- Technology:
  - Field Trips:
    - Videos, Slides, Laser Discs: Museum and Gallery visits
    - Interactive Computer Programs: Artist's Studio Tours
    - Supplemental Readings: Related Arts:
    - Art Games: Theatre, Dance, Concerts

INTERDISCIPLINARY CONNECTIONS: The following are examples of activities that interlock the art curriculum with other instructional disciplines.

- Mathematics - Measuring, dividing, and constructing grids, color wheels, scale models, tessellations, and architectural forms. Use of proportion and ratio; Pixels Per Inch (PPI); Dots Per Inch (DPI). Studying geometric shapes and forms as a basis for drawing and shading all objects.
- Language Arts - Use of writing and oral communication skills when problem solving. Research skills. Literature as a source of subject matter for font type and illustration and art as inspiration for creative writing. Computer generated books incorporating text and illustrations. Presentations.
- Fine Arts - Set design. Flyers, posters, and program designs (computer generated) for musical performances and stage productions. Drama, dance, music, and visual arts as interactive influences.
- Science - Color theory; graphic technology; pixels; magnification; speed.
- Foreign Languages - Study of the art and artists of foreign cultures; art vocabulary (specifically tools and techniques) derived from foreign languages; Internet; presentations.
- Vocational Education - Consumer awareness, computer generated advertising, graphics design, window displays, personal presentation, fashion design, interior design, culinary arts, drafting and architecture, landscape design, metal and woodworking skills.
- Health and Physical Education - Computer health issues: Environmental Ergonomics; stretching exercises.
- Technology - Use of photography, video equipment, computers, interactive technology, etc. Computer graphic skills are widely used in many of the art related careers listed below.
- Careers - Communication arts and graphic design, book illustration, cartooning, computer graphics, television graphics, industrial design, fashion design, architecture, city planning, landscape art, interior design, exhibit and display design, photography, animation, museum art director/curator, set design, special effects design, art education.
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  - http://www.artsednet.getty.edu
  - MOMA http://www.moma.org
  - Guggenheim
  - http://www.guggenheim.org
  - Louvre http://mistral.culture.fr/louvre/
  - Met http://www.metmuseum.org
  - Prado http://museoprado.mcu.es
  - National Gallery http://www.nga.gov
  - Virginia Museum of FA
  - http://www.vmfa.state.va.us/

Computer Art Careers:
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- Cartoonist
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- Craftsman
- Fashion Designer
- Fine Artist
- Graphic Designer
- Illustrator
- Industrial Design
- Interior Designer
- Multimedia Designer
- Museum Educator
- Photographer
- Printmaker
- Restorer
- Set Designer
- Special Effects
- 3-D Graphic Designer
- Video Production
- Web Page/Site Designer

Creating the Illusion of

OVERLAP - objects in front cover part of objects in back.

PLACEMENT - objects in distance are closer to the horizon line.

SIZE - objects in front are larger than those farther away.

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VALUE - dark values seem to go away from us.

DETAIL - more are seen up close, less in the distance.

FOCUS - objects are clear in the foreground, hazy in the background.

ANGLES - receding parallels appear to converge at vanishing points.

DIRECTIONAL LINES - lines used for shading and texture follow the form of the object.

Typeface Anatomy

Art Criticism

Description: What do you see?
Analysis: How is the work organized?
Interpretation: In your opinion, what is happening?
Judgement: What do you think of the work?
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<td>Linear Shading/Patterns Light table</td>
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Note: This summary reflects the major areas of content which most students in Henrico County Public Schools learn at this level. 2001-2002
Common File types:

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- Virginia Museum of FA
- http://www.vmfa.state.va.us/

Guidelines for an Effective Portfolio:

The portfolio is a visual presentation of the achievements, expertise, and style of the artist, and therefore, it is an important employment tool. The following tips are some suggestions as to how a portfolio can be made more professional and appealing.

- Present only work which is clean, neat, and highly professional.
- Include a variety of work that shows figure drawing, perspective, color theory, and design. Include imaginative as well as realistic renderings.
- Include photographs of 3-D work that exemplify design abilities which will not fit into a portfolio case (i.e., sculpture, weavings, apparel, furniture).
- Avoid “cute” ideas unless they relate directly to your intended area of art (for example, greeting card design).
- Choose matting that will not detract from the art work.
- Covering with acetate is suggested for protection of the work.
- Take slides of all work for your files.
- Be prepared to discuss the works presented in your portfolio. Use a broad art vocabulary and knowledgeable references to art historical influences to enhance your interview.
- Include a resume.
- Adhere to all deadlines and be aware of specific requirements and additional paperwork required for college admission. Colleges and Universities have different requirements (see below for an example).
- Maintain an up-to-date portfolio for future employment.
- Consider transforming portfolio to computer format via scanner or video toaster.

Computer Art Careers:

- Animator
- Architect
- Art Historian
- Art Teacher
- Automotive Designer
- Cartoonist
- Communication Arts
- Craftsman
- Fashion Designer
- Fine Artist
- Graphic Designer
- Illustrator
- Industrial Design
- Interior Designer
- Multimedia Designer
- Museum Educator
- Photographer
- Printmaker
- Restorer
- Set Designer
- Special Effects
- 3-D Graphic Designer
- Video Production
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**Description:** What do you see?

**Analysis:** How is the work organized?

**Interpretation:** In your opinion, what is happening?

**Judgement:** What do you think of the work?

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Typeface Anatomy

**Elements:**
- **Depth**
- **Value**
- **Shadows**
- **3-D**

**Principles:**
- **Texture**
- **Unity**
- **Color**
- **Emphasis**
- **Value**
- **Variety**
- **Space**
- **Proportion**
- **Form**
- **Balance**
- **Shape**
- **Movement**
- **Line**
- **Rhythm**
### STUDENT LEARNING GOALS

The students will be:
- Developing Awareness, Imagination, Perception, Understanding, and Skill.
- Fostering Creativity, Self-expression, Self-confidence, and Self-discipline.
- Expanding Craftsmanship, Problem-Solving Abilities, Cultural Understandings, and Safety Procedures.

### TECHNOLOGY

Students will be made more aware of advances in technology that impact art education and career opportunities. Some examples of technological resources that may be utilized in the art classroom include photography, xerography, video equipment, computers, scanners, printers, laser discs, and interactive software.

### ENRICHMENT

The following are recommended to reinforce basic skills and to expand students’ interest and ability: aesthetic environment, visiting artists, guest speakers, career study, art games, supplemental readings, student presentations, and field trips to museums, galleries, artist’s studios, and related arts performances.

### SKILLS

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### CONNECTIONS

The following are examples of activities that interlock the art curriculum with other instructional disciplines.

**Mathematics:** Use of ruler, compass, & protractor for measuring, dividing, and constructing grids, color wheels, scale models, tessellations, and architectural forms. Use of proportion and ratio. Studying geometric shapes and forms as a basis for drawing and shading all objects. Programming computer graphics. Manipulating geometric forms with 3-D ray tracing computer programs.

**Social Studies:** Use of editorial cartoons and political art. Discussing the influence of American and foreign history, geography, and culture in art. Art as a resource for information, materials, and techniques for student projects in social studies classes. Art: a visual record of history.

**Language Arts:** Use of writing and oral communication skills when problem solving. Research skills. Literature as a source of subject matter for calligraphy and illustration and art as inspiration for creative writing, for example - Haiku/Sumie. Computer generated books incorporating text and illustrations.

**Fine Arts:** Set design. Flyers, posters, and program designs for musical performances and stage productions. Drama, dance, music, and visual arts as interactive influences.

**Science:** Color theory; chemical reactions (plaster, clay, glazes, etc.); appropriate solvents; physics and kinetics; study of anatomy, flora, and fauna; chemical toxicity awareness; computer graphic technology.

**Foreign Languages:** Study of the art and artists of foreign cultures; art vocabulary (specifically tools and techniques) derived from foreign languages.

**Vocational Education:** Consumer awareness, computer generated advertising, graphics design, window displays, personal presentation, fashion design, interior design, culinary arts, drafting and architecture, landscape design, metal and woodworking skills.

**Health and Physical Education:** Safety rules for toxic materials. The inclusion of kinesiology, gesture drawing, models in sports attire, and anatomical drawings and sculptures.
### Color Relationships:
- **Monochromatic** - values of one color
- **Analogous** - any three colors next to each other on the color wheel
- **Complementary** - opposite colors on the color wheel
- **Triadic** - any three colors that are equal distance from each other on the color wheel
- **Primary Triad** - red, yellow, blue
- **Secondary Triad** - green, orange, violet

### Art Careers:
- Fine Artist
- Painter
- Sculptor
- Printmaker
- Craftsman
- Potter
- Industrial Design
- Architect
- Automotive Designer
- Communication Arts
- Graphic Designer
- Cartoonist
- Illustrator
- Photographer
- Computer Graphics
- Fashion Designer
- Interior Designer
- Special Effects
- Video Production
- Set Designer
- Animator
- Museum Educator
- Restorer
- Art Teacher
- Art Historian

### Art Criticism

**Description:** What do you see? Be objective - give only the facts! Include size, media, title & artist’s name (if known).

**Analysis:** How is the work organized? Study how the artist has used each element & principle of design.

**Interpretation:** Give your interpretation of what is happening or what the artist is trying to say, based on facts gathered in steps 1 & 2.

**Judgment:** What do you think of the work? Which of these theories will influence your judgment?

1) **Imitationism** - Feeling that art should look like what is seen in the real world.
2) **Formalism** - Feeling that art should emphasize the elements & principles.
3) **Emotionalism** - Feeling that the most important part of the work is the mood the artist communicates.

### Illusion of Depth:
- **Overlap** - objects in front cover part of objects in back.
- **Placement** - objects in distance are closer to the horizon line.
- **Size** - objects in front are larger than those farther away.
- **Spacing** - objects appear to get closer together in the distance.
- **Shading** on the side away from the light gives form to shapes.
- **Color** appears brighter up close, grayed or duller in the distance.
- **Value** - dark values seem to go away from us.
- **Detail** - more are seen up close, less in the distance.
- **Focus** - objects are clear in the foreground, hazy in the background.
- **Angles** - receding parallels appear to converge at vanishing points.
- **Directional Lines** - lines used for shading and texture follow the form of the object.

### Design

#### Elements:
- line
- shape
- form
- space
- value
- color
- texture

#### Principles:
- rhythm
- movement
- balance
- proportion
- variety
- emphasis
- unity

### Design

#### Shapes: 2-D
- square
- triangle
- circle

#### Forms: 3-D
- cube
- cone
- sphere

#### Shading Techniques:
- hatching
- cross-hatching
- stippling
The Senior Art curriculum will introduce students to studio experiences, art history & cultural connections, art vocabulary, aesthetics and the process of art criticism.

The following assignments/activities are examples of how art will connect knowledge within and across the disciplines.

- **Visual Communication and Production**
  - Maintain a sketchbook/visual journal (1.1)
  - Maintain a portfolio (1.2)
  - Understand and use Elements and Principles of Design (1.3)
  - Create effective compositions
  - Use technology as an artistic tool (1.5)
  - Demonstrate an understanding of drawing, painting, printmaking, sculpture (1.6):
    - Basic color theory (1.3)
    - Gesture and contour drawing
    - Observational drawing
    - Still life
    - Positive/negative space
    - Shading and illusion of three dimensions
    - Linear and atmospheric perspective
    - Proportions of the human body
    - Portrait
    - Methods of enlargement
    - Personal expression (1.8)
    - Craftsmanship (1.8)
    - Originality (1.8)
  - Use ethical procedures and adhere to copyright laws (1.9)
  - Use a variety of subject matter and symbols to express ideas (1.7)
  - Prepare and display works of art (1.10)

- **Cultural Context and Art History**
  - Identify technological developments in art (1.4)
  - Describe and discuss art related careers. (1.11)
  - Identify, discuss, and describe connections between art from different cultures and periods in history (1.12, 1.14):
    - Prehistoric
    - Egyptian
    - Greek
    - Roman
    - Middle Ages
    - Renaissance
    - Impressionism
    - Post-Impressionism
    - Abstract-Expressionism
    - Pop Art
  - Use appropriate vocabulary to discuss works of art (1.13)
  - Discuss works of art in terms of (1.15, 1.17):
    - Meaning
    - Subject matter
    - Media and formal choices
    - Cultural connections
    - Function/purpose
    - Perceived meaning
    - Symbolism (1.18)
  - Describe how media and influence on (1.16):
    - Preference
    - Perception
    - Communication
  - Utilize a variety of research tools and resources

- **Judgment and Criticism**
  - Employ critical evaluation skills, orally and in writing (1.19):
    - Use expanded art vocabulary when evaluating and interpreting art
    - Reference elements and principles of design (1.20)
    - Differentiate between personal preference and informed judgment (1.22)
    - Include concept, composition, technical skills, realization of perceived intentions (1.24)
  - Describe, respond, analyze, interpret, judge, and evaluate original works of art (1.21)
  - Participate in student and teacher led critiques (1.23)
  - Classify art works as representational, abstract, nonobjective, illustrative, and conceptual (1.25)
  - Recognize cultural influences and origins in art work; include in critique

- **Aesthetics**
  - Discuss how aesthetics are:
    - Reflected in everyday life (1.26)
    - Different from judgments (1.27)
    - Reflections of intentions and choices of an artist (1.31)
    - Reflected in a variety of stances, including formalism, expressionism, contextualism, and imitationism (1.32)
  - Support personal aesthetic judgments in writing (1.28)
  - Discuss current issues and interests in the art world (1.29)
  - Study and describe ideas about the aesthetic properties found in art (1.30)
  - Formulate and defend definitions of “art” and “aesthetics” (1.33)

**Ethical Procedures (1.9)**

Henrico County Public School art students are expected to perform honestly through the production of their own work and adhere to the HCPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary.

**Visual Art Resources**

- **Art Museums**
  - VMFA, Richmond
  - National Gallery of Art
  - Smithsonian Museums
  - Chrysler Museum, Norfolk

- **Galleries**
  - ArtWorks / Plant Zero
  - Anderson Gallery (VCU)
  - Crossroads Art Center
  - Marsh Gallery (UR)
  - 1708 & other galleries on Broad St.
  - Reynolds & other galleries on Main St.
  - Visual Arts Center of Richmond

- **Other Places & Events**
  - Arts in the Park
  - First Fridays Art Walk
  - Valentine Museum
  - Virtual Field Trips
  - Guest Artists

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**Learning Skills in a 21st Century Art Class**

- Art students will utilize the following skills while incorporating the technological changes of the 21st Century:
  - Analyze
  - Apply standard grammar
  - Classify
  - Collaborate
  - Communicate effectively
  - Compare & contrast
  - Construct logical sequences
  - Create hypotheses
  - Critique
  - Describe
  - Detect fallacies
  - Distinguish between fact & opinion
  - Draw conclusions
  - Follow directions
  - Formulate questions
  - Increase vocabulary
  - Interpret
  - Listen
  - Make conjectures
  - Make presentations
  - Manage time
  - Observe
  - Organize
  - Outline
  - Paraphrase
  - Predict outcomes
  - Proofread
  - Read critically
  - Recognize cause & effect
  - Recognize main ideas & details
  - Report
  - Revise
  - Self Assess
  - Sequence
  - Solve problems
  - Speak publicly
  - Summarize
  - Take notes
  - Take tests
  - Think inventively
  - Use resources
  - Use technology
  - Work productively
  - Write

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**STUDENT LEARNING GOALS for ART**

- The student will:
  - Develop artistic and cultural awareness, imagination, perception and skill.
  - Foster creativity, self expression, confidence, and discipline.
  - Improve craftsmanship and problem solving abilities.
  - Maintain a sketchbook and a portfolio.
  - Utilize a strong work ethic and proper safety procedures.
  - Prepare for advanced levels of art.
**COLOR WHEEL**

Key: 1 - Primary  2 - Secondary  3 - Tertiary or Intermediate

**Color Relationships:**
- **Monochromatic** – values of one color (a hue plus its tints & shades)
- **Analogous** – any 3 colors next to each other on the color wheel
- **Complementary** – opposite colors on the color wheel
- **Triadic** – any 3 colors equal distance from each other on the color wheel

**Average Human Figure & Head PROPORTIONS**

The average person is 7 1/2 – 8 “heads” tall.

- If you gauge the height of the head, and use it as a unit of measure, the parts of the body will be proportionately the same on almost every figure.

**Linear Perspective**

Focus

Value

Color

Aerial or Atmospheric Perspective (sfumato)

Shading

Spacing

Size

Placement

Overlap

Basic Perspective Techniques:
- **Overlap** – objects in foreground cover part of objects in middle & background
- **Placement** – objects in distance are closer to the horizon line
- **Size** – objects in front are larger than those farther away
- **Spacing** – objects appear closer together in the distance
- **Shading** on the side away from the light gives form to shapes *(see diagram above)*

**Aerial or Atmospheric Perspective (sfumato):**
- **Color** appears brighter up close, grayed or duller in the distance
- **Value** – value changes create depth
- **Focus** – objects are clear in the foreground, less detailed & hazy in the background

**Orthogonal lines** – receding parallel lines appear to converge at vanishing points *(see diagram below for difference between 1 & 2 pt. linear perspective)*

**Directional lines** – lines used for shading and texture follow the form of the object *(see cube and cone in diagram above center)*

**Shapes:** 2-D

- Rectangle
- Triangle
- Circle

**Forms:** 3-D

Shaded with pen & ink techniques:
- hatching
- cross-hatching
- stippling

**COMPOSITION:** Using the Principles of Design to effectively arrange the Elements in a work of art.

- Mentally plan how to use your **space**.
- Sketch your plan to establish placement and **proportion**.
- Emphasize a particular part of the picture to establish a focal point.
- Create **movement** by planning a path that leads the viewer’s eye throughout the composition.
- Use the entire **space**: draw large, fill the paper, let objects extend off the picture plane.
- Let the negative **space** become interesting **shapes**.
- Balance **shapes** and forms as well as **colors** and **values** in your picture.
- Use enough **variety** of **shapes**, **colors** and **textures** to be interesting, but not enough to be confusing.
- Create **unity** by relating similar elements.

**KEY:** Elements and Principles

**ART CRITICISM:** The process of discussing and evaluating visual art.

**Description** – What do you see? List everything. Be objective, give only the facts. Include size, media, title & artist’s name.

**Analysis** – How is the work organized? Explain how the artist used the Principles of Design to organize the Elements of Art.

**Interpretation** – What is the message? Give your thoughts on what the artist is trying to say. What makes you think this way?

**Judgment** – Is the work successful? Use personal preference and aesthetic reasoning to make this determination.

**Aesthetics** - A branch of philosophy concerned with the nature and value of art.

**Aesthetic theories:** How will you judge the success of a work of art?
- **Imitationalism** – Focus on realistic presentation.
- **Formalism** – Focus on formal qualities; Elements and Principles of Design.
- **Expressionism** – Focus on emotional responses, feelings, or moods.
- **Contextualism** – Focus on the content in which the artwork was created, or in which it is displayed.